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BOOK REVIEWS

Elementary Physical Science. For Grammar Schools. By JOHN F. WOODHULL, Ph.D., Professor of Physical Science, Teachers College, Columbia University. New York: American Book Co. \$0.40.

This course has been prepared owing to the widespread demand that elementary physical science should be introduced into the grammar schools. From a study of this book many useful, common facts, relating to mechanics, fluids, and heat, are made clear to the pupil. He learns why earthenware, in order to hold water, must be glazed; why the brown-stone fronts of buildings disintegrate; and why edged tools must be tempered. City water and gas systems receive particular attention. The application of heat to thermometers and to propelling steamboats and railway trains, and the heating of buildings by the fireplace, stoves, hot-air furnaces, hot-water heating and steam heating, together with the ventilation of buildings, are taken up in an interesting and instructive manner.

Great Pedagogical Essays. By F. V. N. PAINTER, A.M., D.D., Professor in Roanoke College, Author of *A History of Education*, etc. New York: American Book Co. Pp. 426, 12mo, cloth. \$1.25.

This volume introduces the student to the principal documents of educational history, from Plato to Spencer. Every important phase of education receives consideration. Selections from twenty-six of the world's greatest educators are given, prefaced in each instance by a brief biographical sketch. The book will meet the demand among students of educational history for an acquaintance with the original sources of information, and will form an acceptable and useful volume supplementary to any standard history of education.

A Primer. Pp. 92, 12mo, cloth. Illustrated. \$0.30.

A First Reader. Pp. 127, 12mo, cloth. Illustrated. \$0.35.

By JOSEPH H. WADE, Principal, Public School 186, New York City, and EMMA SYLVESTER, Assistant to Principal, Public School 186, New York City. Boston: Ginn & Co.

In this new series the best features of the various methods for teaching children to read have been utilized. The underlying principles of the lessons may be expressed as follows: (1) to help the pupils master as quickly and as readily as possible the printed forms of the words used; (2) to develop in the pupils power to acquire thought from the printed page by silent reading, and to reproduce this thought orally, with correct expression; (3) to lead the pupils to an early independence of the teacher in learning to read.

The books are the outcome of an actual experience in teaching reading to first-year pupils. They contain a large amount of concrete, practical work; the